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ABSTRACT

This third volume in a series provides an introduction to the use of drama in the foreign and second language classroom, highlighting the bridging character of drama-based teaching for intercultural learning. Twelve chapters include: (1) "Understanding Drama-Based Education" (Betty Jane Wagner); (2) "Intercultural Recognitions through Performative Inquiry" (Lynn Fels and Lynne McGivern); (3) "Transcultural Performance in Classroom Learning" (Ann Axtmann); (4) "Process Drama in Second- and Foreign-Language Classrooms" (Jun Liu); (5) "Teaching Foreign Language Literature: Tapping the Students' Bodily-Kinesthetic Intelligence" (Manfred Lukas Schewe); (6) "Coping with Obstacles in Drama-Based ESL Teaching: A Nonverbal Approach" (Cameron R. Culham); (7) "Video Recording and Playback Equipment" (Timothy Collins); (8) "Designing Artful Reflective Strategies: The Guided Case Study" (Philip Taylor); (9) "Undergoing a Process and Achieving a Product: A Contradiction in Educational Drama?" (Douglas J. Moody); (10) "The Educational Potential of Drama for ESL" (Sarah J. Dodson); (11) "The Arts and the Foreign-/Second-Language Curriculum: An Interdisciplinary Approach to Actively Engage Students in Their Own Learning" (Janet Hegman Shier); and (12) "Performing Brecht: From Theory to Practice" (Franziska B. Lys, Denise Meuser, John Paluch, and Ingrid Zeller). An afterword offers "Magic on Stage: 'Urfaust' and Other Great Plays for Educational Pleasure" (Karla Schultz and Penelope Heinigk). (Papers contain references.) (SM)

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